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ABSTRACT

Results from an ethnographic study reveal the meanings and social actions of teachers and administrators that were used to support a teachers' theory of empowerment. This practitioner's model offers a definition, principles, and behaviors that reflect teacher empowerment as it occurs in the school. Implications of this model for building intra-university and school district collaboratives are discussed. The paper proposes ways of integrating the principles of empowerment into preservice and inservice teacher and administrator education programs. Results of the one-year ethnographic study are based on narrative accounts of their daily lives by 40 elementary and middle school teachers and their administrators. According to the findings of the study, the following elements promote and sustain teacher empowerment: (1) the school culture as reflected in the cultural norms; (2) the social practices and social knowledge of empowered teachers; and (3) transformative leadership. Twenty-seven references are included. (Author/IAH)

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EMPOWERING THE SCHOOL COMMUNITY: MEETING THE CHALLENGE THROUGH INTRA-UNIVERSITY AND UNIVERSITY-SCHOOL DISTRICT COLLABORATIVES

Paper Presented at the Sixteenth Annual National Conference
of the
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ABSTRACT

Results from an ethnographic study reveal the meanings and social actions of teachers and administrators used to support a teachers' theory of empowerment. This practitioner's model offers a definition, principles, and behaviors that reflect teacher empowerment as it occurs in the school. Implications this model has for building intra-university and school district collaboratives are discussed.

INTRODUCTION AND TEXTUAL PRODUCTION

Following a decade of debate, there appears to be an agreement among most educational reformists regarding the need to empower the nation's teachers. Despite this growing concensus, there remains much ambiguity and contest as to the meanings and practices associated with what has come to be entitled "teacher empowerment." Furthermore, within the prolifera of educational discourses, the voices of those who are living, seeing, and practicing empowerment--the teachers--have remained silent.

This text addresses these issues as it offers a theoretical model of teacher empowerment and proposes ways of integrating the principles of empowerment into preservice and inservice teacher education and administrative training programs.

Part I focuses on the results of a one-year ethnographic study in which forty elementary-middle school teachers and their administrators share narrative accounts of their daily lives. Analysis of their stories and the researcher's account as participant observer reveals the social meanings and actions that practitioners associate with the accomplishment of teacher empowerment. This "practitioners'" model offers a definition, principles, and lists of behaviors that reflect teacher empowerment as it occurs within the school.

Part II reexamines these findings and explores the implications this model has for building intra-university and public school collaboratives which have as a central focus the empowerment of teachers.

PART I: THE STUDY

BACKGROUND: A RATIONALE FOR TEACHER EMPOWERMENT

Nearly a decade ago, A Nation At Risk: The Imperative for Educational Reform (1983) ushered in and clearly dominated what became known as the first wave of educational reform. This report reflected wide dissatisfaction with schooling and called for increased top down approaches and the implementation of "research based" and "scientifically derived" programs and activities as a means of attaining excellence in schools. Reform efforts that immediately followed all pointed to the pivotal role of the teachers and/or administrator as the "weak link" that required regulation in order to bring about more effective schools. However, in the years following this study, reports by the Carnegie Forum (1986), the Holmes Group (1986), The Educational Commission of the States (1986), and texts by Boyer (1983), Sizer (1984), and Goodlad (1984), called for a change in the preparation of teachers and conditions of teaching. This second reform movement supports the notion of teacher empowerment and emphasizes the causes and possible cures for problems confronting schools today (Ambrosie & Haley, 1988; Glickman, 1989). Rather than viewing teachers and administrators as the source of educational problems, they are viewed as the solutions.

This bottom-up approach to school improvement and other issues generated from the second wave of reform provided the impetus for yet a third wave of reform: the reform of administrator preparation. While, the Holmes and Carnegie reports made it clear that the present order of things had to change, they paid little attention to the role of

the administrator in their respective visions of an empowered teaching profession (Griffiths, 1988).

Thus, with teacher empowerment clearly on the forefront of educational reform and with the recognition that teachers and administrators must work together to improve schools, researchers, teacher educators and practitioners alike are being charged with finding ways of promoting an empowered teaching profession. Meeting this challenge, however, requires a clear understanding of what empowerment means and how it is accomplished.

METHODOLOGY: CAPTURING MEANING IN CONTEXT

Capturing the meanings of teacher empowerment through observation of the daily actions of teachers and their stories about these events was the focus of this study. Human science research, employing ethnographic techniques of participant observation (Fetterman, 1989; Jorgensen, 1989; Spradley, 1980) and narrative research (Connelly & Clandinin, 1990; Mishler, 1986; Polkinghorne, 1988) served as the methodological foundations for evidence collection, analysis and interpretation.

Evidence Collection

The Pioneer Valley Middle School faculty and administration were selected to participate in the study based upon the recommendations of a team of experts, the purpose of the study, and the interest and willingness of the faculty and administration to share in the study.[1]

As a participant observer, the researcher went into the school and "lived with" the teachers. Throughout the evidence-collection period,

observations and interviews were recorded and non-commissioned documents examined. During the first three months, the researcher maintained extensive fieldnotes, mapping (Schatzman & Strauss, 1973), a daily journal, video-tapings and photographs of teacher interactions and events. The researcher attended all teacher meetings, activities, and extra-curricular events in order to "learn the teachers' routines." Responses to open-ended, unstructured questions provided information regarding the activities of teachers and general information about the school. By the end of the third month, semi-structured, open-ended questions had been posed to each of the forty teachers regarding their role at the school and observed events. All meetings and interviews were recorded and transcribed for further analysis.

By early January, narrative interviews commenced with the identified key actors. Six individuals who were in the "mainstream of activities" had been identified through recommendations of teachers and information gathered during the initial mapping and netting. The researcher had established a rapport with these individuals, and they indicated a willingness to participate in extensive narrative interviews. Besides sharing their own stories of empowerment, the information obtained from these key informants also assisted the researcher's attempts to 1) obtain historical information regarding the school and its teachers; 2) understand personal interactions regarding the school and its teachers; 3) understand teacher "routines" and how they facilitated empowerment; 4) reaffirm or deny assumptions of the researcher; and 5) provide a vehicle by which the researcher could begin

to synthesize evidence.

Eight semi-structured, open-ended questions guided the narrative interviews. These questions focused on the teachers' role in the school and issues of empowerment. For example, teachers were asked to, "Tell me a little about your involvement in _____. And how does this reflect your sense of empowerment?" These questions were generated from evidence obtained during initial interviews and observations of events in which teachers had either been participants in or observers of decision-making, shared leadership, facilitators of activities, etc.

Throughout these months, observations and unstructured interviews with other faculty continued as new events and other examples of teacher routines were observed. In turn, these events often contributed to the plot and themes identified in the narratives of key informants. The researcher, similar to the lens of a camera, would zoom in on events and their meanings, and pan at a wide angle in order to capture the contributions these events or actions made to the whole. Thus, by the end of the year, an annual cycle reflecting the daily, weekly, and monthly routines of teachers had been captured.

Analysis and Interpretation of Evidence

Engaging in the analysis and interpretation of an entire year's observations and over 900 pages of transcribed speech events involved more than knowing the teachers' language and observing their routines. It also consisted of being able to explicate the rules which defined what a thought or action was, to relate these rules to one another in a pattern, and to uncover the historical knowledge and experiences which

formulated rules in this particular school. The analysis of teacher narratives focused on the significance events had for teachers in relation to a particular plot or theme. Themes were not imposed upon a plot; rather, themes were identified through a process in which the researcher moved back and forth between the plot and potential theme to discover how events are significant, thus enabling the plot and theme to be grasped together as partss of one story of teacher empowerment.

Moving between the teachers' descriptions of events, and the researcher's knowledge of plots and themes, I discovered that teachers talked in terms of their own understanding of empowerment as "rules of conduct." They made reference to the "rule" or "norm" that accounted for their actions. Thus, one could infer that the themes of empowerment mirrored the cultural norms of the teachers and the school.[2]

The patterns of teachers' actions were considered in reference to the norms that teachers associated with the accomplishment of teacher empowerment and which guided their conduct and that of administrators. Thus, these norms were considered to be cultural and to be transmitted through a process of social interaction (Fetterman, 1989).

INTRODUCTION TO FINDINGS

Three principle findings emerged from the observations and theme analyses:

1. The school culture as reflected in the cultural norms promotes and sustains teacher empowerment. Values shared by the teachers and administrators in the school and reinforced by its history, heroes, stories, rituals, and ceremonies are powerful influences in the accomplishment of empowerment.

2. The social practices and social knowledge of empowered teachers promote and sustain teacher empowerment.

3. Empowering leadership, as transformative leadership, promotes and sustains teacher empowerment.

These findings reveal that teacher empowerment is accomplished through the interactions of teachers as empowered individuals and an empowering leadership situated within a culture that sustains and promotes norms of empowerment.

Further analysis of these findings suggests a teachers' definition of empowerment, ten themes/cultural norms, and lists of teacher and administrator behaviors which support teacher empowerment. A visual illustration (Appendix, Figure 1) depicts the interaction among these themes and/or norms, which were included by teachers in other findings, empowered teachers and empowering leadership, and further reflected in the teachers' definition of empowerment.

PRESENTATION OF FINDINGS

The Teachers' Meaning of Empowerment

Although this research cannot offer a single, comprehensive definition of teacher empowerment, teachers spoke freely and at length about what empowerment means in their professional lives. Perhaps the most common meaning that teachers offer is the opportunity and confidence to act upon their ideas and to influence the way they perform professionally. Empowerment leads to increased professionalism as teachers assume responsibility for and an involvement in leadership and decision making.

Principles of Empowerment

Finding 1: The School's Culture as Reflected in the Cultural Norms Promotes and Sustains Teacher Empowerment

Teacher empowerment is promoted and sustained within a culture which reflects the following ten norms.

1. Empowered teachers assume leadership and seek opportunities to share leadership with other teachers and administrators.

2. Empowered teachers share in making decisions that affect their lives at school.

3. Empowered teachers expand their own knowledge base and share knowledge with others.

4. Empowered teachers establish and maintain trusting relationships and confidence in self and others.

5. Empowered teachers seek appreciation and recognition and in turn extend appreciation and recognition to others.

6. Empowered teachers seek a sense of caring, sharing and community and in turn extend caring, sharing and community to others.

7. Empowered teachers establish and maintain honest and open communications between teacher-teacher, and between administrator-teacher.

8. Empowered teachers maintain high expectations for themselves and for others.

9. Empowered teachers seek and extend collegial and administrative support.

10. Empowered teachers safeguard what's important.

Finding 2: The Social Practices and Social Knowledge of Empowered Teachers Promote and Sustain Teacher Empowerment

Evidence from teacher narratives and on-site documentations reveal a portrait of an "empowered teacher," one which teachers suggest reflects their role and in turn interacts with both the school's cultural norms and leadership in the accomplishment of empowerment.

Images Teachers Project and How They Act When They Feel Empowered

1) Are caring

2) Make choices and are involved in decision making

3) Commit to and articulate a common goal/vision

4) Take responsibility, and once a decision is made, even if their choice doesn't work out, they accept the decision of the majority and learn from their experience

5) Enjoy teaching each other and themselves

6) Are confident of their own abilities

7) Are critically reflective of their own teaching

8) Know that continuously developing resources exist within themselves and are accessible upon demand

9) Are critically reflective of their own leadership

10) Believe their ideas are listened to, their energies make a difference, and it is worthwhile for them to contribute to the school because something happens because of their participation

11) Engage administrators in their teaching practices and ideas

12) Seize or seek out new opportunities, experiment, are motivated

13) Are productively engaged in school improvement efforts inside their own classrooms and in the school

14) Assume active leadership roles on advisory, curriculum, and improvement councils

15) Inquire as to the causes and possible solutions for instructional and management problems and seek out resources necessary for improvement or resolution.

16) Know that teachers can teach and lead

17) Attend to the social aspect of the school community

18) Provide input into policies and procedures, scheduling, staff development, curriculum, goals, objectives, evaluation, and other aspects associated with the daily operation of the school

19) Promote networking and provide support for administrators and peers

20) Recognize the contributions of others

21) Recognize and understand the norms that reflect the culture of the school

Finding 3: Empowering Leadership, as Transformative Leadership, Promotes and Sustains Teacher Empowerment

Contemporary organizational theorists (Bennis & Nanus, 1985; Sergiovanni, 1989) write about transformative leaders as individuals who recognize that in order to gain control over the accomplishments and achievements of the school, they must either relinquish or delegate control over people and events; therefore, they are most concerned with sharing power with rather than exercising power over people.

Teacher narratives and evidence from participant observations unveil such a set of transformative leadership behaviors. These behaviors exhibited by administrators and teachers as leaders interact with the school's culture and the empowered teacher to facilitate the accomplishment of teacher empowerment.

Leadership Behaviors That Teachers Associate With Empowerment

1) Articulates a vision and goals for the school and its members

2) Promotes and models ideals of educational excellence

3) Cares about the school, its administration, its teachers, and students

4) Extends various forms of appreciation and recognition

5) Is visible and accessible

6) Is knowledgeable

7) Is decisive

8) Is willing to admit mistakes

9) Remains a teacher

10) Articulates a set of expectations, but encourages risk taking

11) Shares decision making

12) Seeks input into the goals for the school

13) Is an instructional leader who encourages administrators and teachers to share in instructional leadership

14) Promotes a high profile of the school throughout the community

15) Provides opportunities for teachers and administrators to access the knowledge bases

16) Provides opportunities for teachers and administrators to reach beyond the school and into the community

17) Promotes collegiality, builds team spirit, encourages camaraderie

18) Provides opportunities for social interactions

19) Is positive

20) Demonstrates trust, sincerity, and confidentiality

21) Listens

22) Views relationships as long term commitments

23) Recognizes and understands the social practices and social knowledge embedded within the culture of the school.

Similarly, teachers' narratives and other evidence suggest leadership behaviors that disempower teachers and inhibit empowering cultures from developing.

<u>Leadership Behaviors That Teachers Associate With Disempowerment</u>

1) Fails to communicate a vision or set of goals for the school or its members

2) Projects false sincerity

3) Fails to admit mistakes

4) Lacks knowledge or expertise

5) Fails to build trusting relationships

6) Will not delegate or share leadership

7) Fails to recognize or extend appreciation to others

8) Lacks flexibility

9) Fails to recognize the expertise of staff

10) Is not visible or easily accessible

11) Projects a poor image to the public and/or community

12) Fails to involve teachers before decisions are made

13) Resists an expanded role for teachers and fosters isolation through a centralized hierarchical structure

14) Encourages competition rather than collaboration among teachers

15) Fails to share ownership in school successes

16) Attempts to resist or control the cultural norms

The teachers' theory of empowerment which is depicted in the model "A Culture of Pride" (Figure 1), encompasses each of these ten norms and positive behaviors of teachers and administrators. It is the interaction of these norms and behaviors which builds, promotes and sustains the teachers' theory of empowerment.

THE TEACHERS' THEORY OF EMPOWERMENT: THE RESEARCHER'S COMMENTARY

A sense of community is perhaps the key to the teachers' theory of empowerment. Here, teachers do not look at their professional lives in terms of what they are allowed to do, but what they can do to benefit the school. They do not worry about oppression, for teachers and administrators tend to view each other as equals. All are responsible

for the school's successes and failures.

"A Culture of Pride" reflects the relationship teachers have with administrators and the way that all of their behaviors support the norms previously introduced. As Figure 1 illustrates, the norms are an outward sign of the culture that is at the center of Pioneer Valley Middle School, and those same norms serve to characterize the teachers and administrators--caring, honest, supportive, trusting. Further, the norms create and sustain one another; they should in no way be viewed as mutually exclusive. For example, trust and confidence are impossible without open communications and caring. Teachers cannot access the knowledge base of a professional conference if the administration does not support them with time and money. Nor can leaders share decision-making and/or leadership if teachers will not accept the responsibility that accompanies these practices.

It is impossible, then, to offer a specific or concise meaning of the teachers' theory of empowerment. The best one can do is to describe it in general terms. First, a school culture that empowers its teachers and administrators is always in motion, altering itself in response to its needs.

Second, the culture tends to reject hierarchical thinking. As evidenced in teacher narratives, teachers also view themselves as leaders, and administrators say that they are teachers first, administrators second. This collage of leadership provides opportunities for everyone, regardless of title, to share in leading the school and making decisions that facilitate school improvement.

Further, decisions that will affect the school as a whole are often brought even to the students for their input.

Third, any definition of teacher empowerment is contextually based. For this reason one must be careful not to suggest that the Pioneer Valley teachers speak for all teachers. However, it is safe to argue that a culture cannot empower teachers in an erratic fashion; rather, the culture must be empowering. On the whole, its norms must support and inform, not criticize and deceive.

Obviously, therefore, empowerment cannot be transplanted into a disempowering culture, and to lay out a plan that makes claims to the contrary would not be credible. However, school leaders can take action to move a culture toward empowerment, but it is important to note that "successful change in complex organizations depends on mutual trust and cooperation, which take time and patience to develop" (Brandt, 1990, p. 3). Moreover, leaders "can influence the evolutions of culture by being aware of the symbolic consequences of their actions and by attempting to foster desired values, but they can never control [the] culture" (Morgan, 1986, p. 139).

The comments of these authors warrant one final cautionary note with regard to the teachers' theory of empowerment. One must be reminded although the norms and behaviors reflected in this model might serve as a guide for the leader who aspires to transform his or her school's culture, they should not be, and cannot be forced on teachers. Rather they must reflect the mission, vision, and goals of the school community. Perhaps the most significant question to ask

about the culture is "Do its norms encourage and support teacher and student performance?" A transformative leader might use the answer to this question as a start in the process of nurturing an empowering culture.

PART II: BUILDING, PROMOTING AND SUSTAINING EMPOWERMENT THROUGH COLLABORATION

A Common Discourse

Although the teachers' theory of empowerment is contextually grounded, reflects the social practices and social knowledge of a particular group of teachers, and is governed by a set of norms which define its existence, it does remain true to meanings and practices of other theories.

By juxtaposing teachers' voices with those of theorists represented in the teaching, teacher education, and leadership discourses, one finds a theory of teacher empowerment not only reflective of the practitioner, but that is meaningful for researchers and other academicians.[3]

Implications

Having established that common theoretical boundries exist, one can examine the broader implications this theory has for the rest of the educational community and for collaborative teaching, research, and training by practitioners, researchers and those responsible for teacher and administrator preparation.

INTRA-UNIVERSITY AND UNIVERSITY-SCHOOL DISTRICT COLLABORATIVES

A Rationale: Reemphasizing Empowerment

While much has been written both supporting and criticizing the

second and third waves of reform, the goals these reforms are to achieve, the empowerment of teachers, is seldom questioned. Most maintain that the focus of reform should be driven by a desire to empower our nation's teachers and the urgency to attract and maintain quality candidates to the teaching profession. Recently, these goals have been coupled with the desire to assist administrators in cultivating their visions of building an empowering school culture.

Accomplishment of these goals demands that faculty and administrators at both the university and school district work together to ensure that the principles, knowledge and behaviors necessary for building, promoting and sustaining empowerment become a continuous process--a process that begins during preservice education and training and extends throughout one's professional career.

The central proposition advanced here is that preservice, mentoring and inservice training and experiences of teachers and administrators be organized to foster empowerment.

Empowerment and the Intra-University Collaborative

If teachers and administrators are to develop the teacher-leader behaviors and skills necessary to promote an empowered teaching profession, then changes in teacher and administrative preparation programs will have to be made. Program outcomes will have to focus on the principles and behaviors supporting the teachers'-theorists' model of empowerment. In many situations this will require that university faculty redesign curriculum and student experiences to include the principles of empowerment into their preservice, inservice and graduate

programs.

The process of infusing the principles of empowerment into new and existing programs will require an exchange of discourse and ideas between faculty in the teacher education and administration programs. This collaboration will not only facilitate articulation of mutual goals for those responsible for leading the schools, but it also assist both preservice and intern teachers and administrators in understanding the other's role in the empowerment process.

The modeling by faculty of these department collaboratives will also provide an exemplar for students to emulate. Presently in most universities, a student in teacher education may occassionally find his or her way into an administrative course, but rarely do administration students take a teacher education course. Most administrative certification programs simply require a certain number of years of teaching experience, rather than requiring aspiring administrators to repeat what they already know. In some instances, the attitude in administrator preparation is that to become a successful administrator one must cease thinking like a teacher. Some even believe that the knowledge that enables one to be a successful teacher may be counterproductive in the realm of administration. These individuals regard teachers' knowledge and practices as too narrow, focusing only on their students, classrooms, content, whereas administrators must maintain a broader perspective and concern themselves with decisions and practices which affect the entire school community.

These beliefs conflict with the teachers' theory of empowerment

which espouses that administrators must first remain teachers, and that teachers and administrators share in maintaining the norms of empowerment via shared decision making and leadership, open and honest communications, seeking collegial and administrative support, etc.

In contrast to unrelated outcomes and preparation curricula for administrators and teachers, the teachers' theory of empowerment introduces teachers to administrative issues early in their training, while at the same time requiring administrators to keep abreast of pedagogic and curricular issues which support and facilitate teacher empowerment.

The establishment of an intra-university collaborative based upon an empowerment-driven curriculum would not only bridge the schism that exists between those responsible for teacher and administrator preparation, but it would also promote an empowered faculty. As professors, department chairpersons, and administrators begin to share in leadership, decision-making and goal setting, they too would begin to experience the benefits of an empowered culture.

Empowerment and the University-School District Collaborative

The discourse on empowerment among teacher educators and those responsible for preparing school administrators suggests that universities and public schools work together to train teachers and administrators (Brandt, 1989; Griffiths, 1988; Sergiovanni, 1989). Joyce and Showers (1988) suggest that approrpiate organizational structures do enhance student outcomes. They write that "schools can structure the workplace so that collaborative work is possible and

rewarded, training is provided that maximizes the opportunities for skill and mastery and implementation, and attitudes and norms that support experimentation are communicated (p. 78). Thus, efforts to build and promote teacher empowerment must be shared by teacher education and school administration faculty and those in the public school arena. These collaborative efforts will enhance opportunities to attain the goal of empowering the teaching profession, a goal which universities and public schools share and one that is at the center of recent reform.

University-school district collaboratives require that principals, classroom teachers, and university faculty become equal partners in building empowering school cultures. The opportunities for establishing working partnerships already exist at most universities and schools. There are numerous programs in which universities seek to work with school districts and in turn there are partnerships developed in which school districts seek university assistance. For example, students in preservice and graduate preparation programs are assigned to clinical and intern experiences in order to apply the knowledge and theory they have acquired in their respective programs to actual on-site experiences. In turn, school districts often call upon university faculty to assist in training administrators and faculty in the latest pedagogical and curricular issues.

Establishing a university-school district collaborative that emphasizes the empowerment of teachers may best be accomplished by practicing the principles that are espoused (i.e., setting

high expectations, accessing the knowledge bases, maintaining honest and open communications, seeking collegial and administrative support, and sharing leadership and decision-making).

At my own university, I have begun to explore opportunities in which this model of of empowerment might be integrated into existing school partnerships. A few examples come immediately come to mind.

1. The Principal Mentor Program assigns a university faculty to advise both newly appointed and veteran administrators.

2. The Student Teaching, Principal and Superintendent Internship Programs assign preservice students to school sites for internship experiences.

3. The Student Teaching Program's Teacher-Administrator Advisory Council advises and recommends revisions in existing preservice teacher education.

4. Cooperating Teacher Workshops provide training and in-service in clinical supervision of student teachers.

5. The Teacher Enhancement Program provides opportunities for teachers from area school districts to spend five weeks on campus in which they are exposed to a variety of pedagogic and curricular issues.

6. The Faculty Exchange Program provides opportunities for university and school faculty to exchange positions for two weeks. These faculty engage in teaching and other aspects of committee and school related activities.

7. Field Service and Student Teaching Centers operate to provide a central location for the field experiences of preservice teachers. These centers also operate to provide an exchange of teaching techniques and strategies and to promote ongoing communications between practitioner and university faculty.

These programs are not unique to my institution, other universities and schools have similar and perhaps even more extensive collaboratives in place. Therefore, those interested in building empowerment should begin by exploring what currently exists and begin to find ways of

integrating the principles of empowerment into their programs.

The Future of Collaboration For Empowerment

What is the future for collaborations designed to promote teacher empowerment? Certainly, there will be many goals as individual universities and school districts bring their unique qualities to the joint venture of preparing teachers and administrators for an empowered teaching profession. What may emerge, however, is that university faculty will remain motivated by idealistic and theoretical conceptions that conflict with the utilitarian and pragmatic orientation of teachers and administrators. All we can do is contemplate these contentions and continue to uphold a commitment to developing and maintaining lasting relationships that will withstand these competing claims. Over time these struggles and joint ventures will mold our beliefs into a common goal for school improvement and increased teacher professionalism.

The potential benefit of collaborations might include improved teacher morale, staff renewal, an expanded knowledge base, and improved performance for the university and school community.

Achieving these benefits requires a vision since institutional changes in universities and schools are slow; however, a model that reflects both the meanings and practices espoused by teachers and theorists alike presents the best promise for reform of teacher education and empowerment.

Conclusion

Although public school systems need to enter into collaborative

commitments to deal with the elaborate contexts and changing conditions, it is equally appropriate that academicians and teacher education and administrator preparation programs abandon their isolationist tradition and work in a congruous fashion. We will experience more success in empowering our teachers and reform through mutual commitments, encouragement, and cooperation than through partisan criticism and traditional separations between administrators and teachers. The process is clear for programs, teachers and administrators at all educational instutions; to discover and implement new forms of collaboration, to create new designs for organizing schools, curriculum, and programs, and to seek out new understanding as common visions and mutual goals are realized.

ENDNOTES

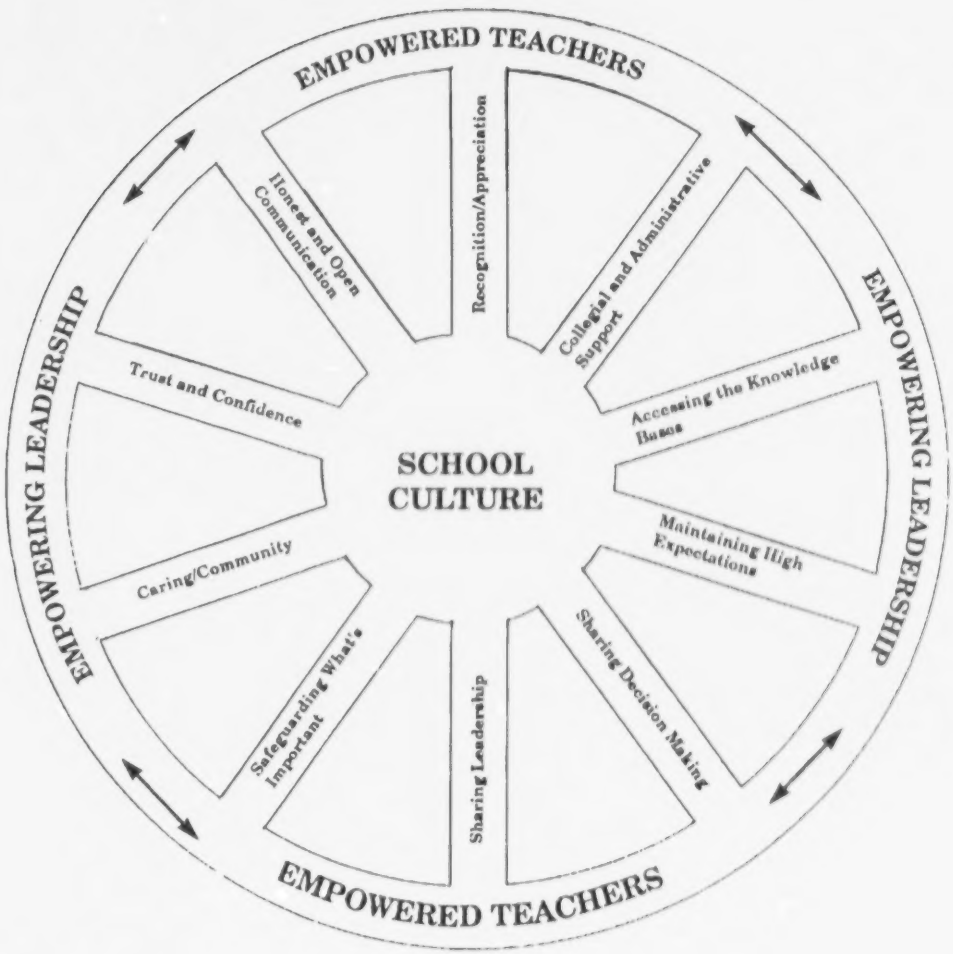
1. The name of the school, administrators, and teachers in this study were changed to insure anonmity and confidentiality.

2. Cultural norms as used here and throughout this study refer to "cultural conduct," and includes behavior which is under the aegis of social norms (Hymes, 1981). In reference to Farrell (1976) these norms "are linked to social knowledge [which] comprises conceptions of symbolic relationships among problems, persons, interests, and actions, which imply (when accepted) certain notions of preferable public behaviors" (p. 4). What underlies and supports this social and cultural knowledge is the desire among individuals for a similar way of understanding and acting in a social group or community. According to these theorists, this knowledge is represented in normative statements and transmitted through processes of social interactions which are available to members of the culture, and to observers of the culture.

3. For a complete review of the empowerment discourses and analysis of the common theoretical boundries between the teachers' meanings of empowerment and those within the teaching, teacher education, and leadership discourses refer to Melenyzer (1991) Teacher Empowerment: Narratives of the Silenced Practitioners, unpublished dissertation, Indiana University of Pennsylvania.

APPENDIX A

"A CULTURE OF PRIDE"



A TRADITION OF EXCELLENCE AND CARING

Figure 1 - A Culture of Pride

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